DOCUMENT RESUME

ED 218 819 EC 142 771

AUTHOR Gillespie, Jacquelyn; And Others
TITLE Project CA=SA: Career Awareness=Self-Awareness. A Psycho-Educational Model Designed to Enhance Career Potential and Self-Esteem in Physically Handicapped Children. Final Report.
INSTITUTION Fullerton Union High School District, Calif.
SPONS AGENCY California State Dept. of Education, Sacramento.
PUB DATE Oct 80
NOTE 92p.; Paper presented at the Annual Meeting of the Western Psychological Association Meeting (Los Angeles, CA, April 9-12, 1981).

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Career Education; *Career Guidance; Elementary Secondary Education; *Employment Potential; *Inservice Teacher Education; *Multiple Disabilities; *Parent Participation; *Physical Disabilities; Program Descriptions
IDENTIFIERS *Project CASA CA

ABSTRACT

The report describes Project CASA, a program to develop and enhance career potential of physically and multiply handicapped children from three school districts in North Orange County (California). Sections include the following: background of Project CASA (needs assessment and related literature); goals and objectives (including the involvement of parents); project design (teachers from each of three schools participated in training sessions in group leadership); the advisory council (which provided input from community members); project activities (a color coded section which details the theme statement, teachers' roles, goals for teacher training, course outline, evaluation and teacher/facilitator training, and awareness exercises); data collection; data evaluation; a project statistical reporting form; problems encountered; conclusions and recommendations; dissemination activities; and references. Noted among findings is that self ratings by students indicated two thirds of students at all schools and in all age groups felt either "moderately satisfied" or "very satisfied" with their learning across five areas emphasized in group activities--thoughts, feelings and body sensations; relaxation; use of imagination; personal interests; and sharing with others. Appended are a sample invitation to parents and evaluation forms. (SB)

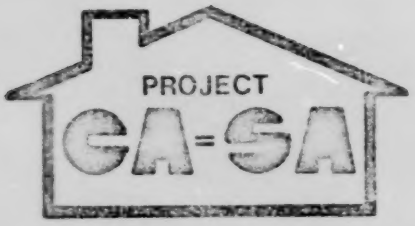
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED218819

FINAL REPORT

Application No. 30-6651-03328-1321-80

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy



CAREER AWARENESS = SELF-AWARENESS

A PSYCHO-EDUCATIONAL MODEL DESIGNED TO ENHANCE CAREER POTENTIAL AND SELF-ESTEEM IN PHYSICALLY HANDICAPPED CHILDREN

Conducted Under

P.L. 95-207, the Career Education Incentive Act

Jacquelyn Gillespie, PhD
Fullerton Union High School District
2600 East Nutwood, 10th Floor
Fullerton, California 92631

October 1980

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jacquelyn Gillespie
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The project reported herein was performed pursuant to a grant from the California State Department of Education. Contractors undertaking such projects under State sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

Paper presented at the Annual Meeting of the Western Psychological Association Meeting (Los Angeles, CA, April 9-12, 1981).

EC142991

PROJECT CASA: CAREER AWARENESS = SELF-AWARENESS

Jacquelyn Gillespie, PhD, Project Director
Fullerton Union High School District

Doug Bowers, MA, and Phyllis Knight, MA, Psychotherapists
North Orange County Child Guidance Center

A major deterrent to appropriate career development for handicapped children derives from their fears and limited thinking about the opportunities available to them. Those attitudes, in turn, are strongly influenced by attitudes held in the home.

PROJECT CASA was designed by personnel serving handicapped children in North Orange County (California) to develop and enhance career potential in physically handicapped and multihandicapped children and was funded as a career guidance project under P.L. 95-207, Career Education Incentive Act, 1979-80. A model was developed to foster self-awareness and enhance career potential for 200 orthopedically and multiply handicapped students in three school districts (Fullerton Union High School District, Fullerton Elementary School District, and Placentia Unified School District). In association with the North Orange County Child Guidance Center, this program was developed to provide opportunities for handicapped children and their parents to explore their expectations, hopes, and fears concerning the students' career potential.

Psychotherapists from North Orange County Child Guidance Center developed a series of guidance activities, useful for children, teenagers, and their parents and teachers. Process-oriented guidance sessions were designed around the concept of developing self-awareness through focus on the use of relaxation and imagery techniques as tools for moving the locus

of control from outer- to inner-directed perspectives. Activities were flexible in nature, allowing for individual styles of implementation at the different schools and age levels of participants.

Although it is difficult to measure changes in personal outlook as fundamental as self-awareness after brief interventions through group experiences, subjective perceptions of growth in students involved in PROJECT CASA were very positive. Teacher perceptions of those changes varied with the school setting and, most significantly, with the availability of school-based guidance support staff. Where psychological and counseling help was readily available, enthusiasm on the part of the teachers was very high. Where such support was lacking, teachers were less enthusiastic, although the satisfaction level of the students was high in all cases.

Significant improvement was obtained in pre- and posttest behavior assessments of students whose parents had participated in parent groups in comparison with those whose parents had not been involved, where no change was noted.

PROJECT CASA: CAREER AWARENESS = SELF-AWARENESS

Jacquelyn Gillespie, PhD, Project Director
Fullerton Union High School District

Doug Bowers, MA, and Phyllis Knight, MA, Psychotherapists
North Orange County Child Guidance Center

A major deterrent to appropriate career development for handicapped children derives from their fears and limited thinking about the opportunities available to them. Those attitudes, in turn, are strongly influenced by attitudes held in the home.

PROJECT CASA was designed by personnel serving handicapped children in North Orange County (California) to develop and enhance career potential in physically handicapped and multihandicapped children and was funded as a career guidance project under P.L. 95-207, Career Education Incentive Act, 1979-80. A model was developed to foster self-awareness and enhance career potential for 200 orthopedically and multiply handicapped students in three school districts (Fullerton Union High School District, Fullerton Elementary School District, and Placentia Unified School District). In association with the North Orange County Child Guidance Center, this program was developed to provide opportunities for handicapped children and their parents to explore their expectations, hopes, and fears concerning the students' career potential.

Psychotherapists from North Orange County Child Guidance Center developed a series of guidance activities, useful for children, teenagers, and their parents and teachers. Process-oriented guidance sessions were designed around the concept of developing self-awareness through focus on the use of relaxation and imagery techniques as tools for moving the locus

of control from outer- to inner-directed perspectives. Activities were flexible in nature, allowing for individual styles of implementation at the different schools and age levels of participants.

Although it is difficult to measure changes in personal outlook as fundamental as self-awareness after brief interventions through group experiences, subjective perceptions of growth in students involved in PROJECT CASA were very positive. Teacher perceptions of those changes varied with the school setting and, most significantly, with the availability of school-based guidance support staff. Where psychological and counseling help was readily available, enthusiasm on the part of the teachers was very high. Where such support was lacking, teachers were less enthusiastic, although the satisfaction level of the students was high in all cases.

Significant improvement was obtained in pre- and posttest behavior assessments of students whose parents had participated in parent groups in comparison with those whose parents had not been involved, where no change was noted.

PROJECT CASA STAFF

Planning, Coordination, Supervision, Consultation

Mary Alice Olguin
Principal
Woodcrest School

Ronald W. Jue, PhD
Director of Special Services
North Orange County Child
Guidance Center

Marilyn Wearda
Psychologist
John Tynes Elementary School

Doug Bowers, Co-Coordinator
Early Childhood Program
N.O.C.C.G.C.

Bob Arnoldussen
Department Chairman
OH and MH Programs
Troy High School

Phyllis Knight, Co-Coordinator
Early Childhood Program
N.O.C.C.G.C.

Jacquelyn Gillespie, PhD
Project Director
Fullerton Union High School District

Donald G. Hays, PhD
Administrator, Pupil Services
Fullerton Union High School District

* * * * * *

CASA logo designed by
Eric Franson
Commercial Art Student
Troy High School

PARTICIPATING TEACHERS

Troy High School

Sandra Kossler
Lynn Sigerman

John Tynes School

Vicki Alban
Karen Dagosta
Jane Hall
Cheryl Snyder
Shawndel Theurer

Woodcrest School

Sharon Blanton
Pat Cass
Marge Freda
Donna Pettis

2 counselor interns
California State University, Fullerton
(summer only)

TABLE OF CONTENTS

	Page
Project CASA Staff	i
Participating Teachers	ii
ABSTRACT	1
OVERVIEW	9
1. BACKGROUND OF PROJECT CASA	19
2. GOALS AND OBJECTIVES	24
3. DESIGN OF THE PROJECT	25
4. ADVISORY COUNCIL	29
5. PROJECT ACTIVITIES	32
Theme Statement	
Teachers' Roles	
Goals for Teacher Training	
Course Outline	
Evaluation, Teacher/Facilitator Training	
Awareness Exercises	
Bibliography	
6. DATA COLLECTION	52
7. DATA EVALUATION	53
8. PROJECT STATISTICAL REPORTING FORM	63
9. PROBLEMS ENCOUNTERED	68
10. CONCLUSIONS AND RECOMMENDATIONS	69
11. DISSEMINATION ACTIVITIES	71
12. REFERENCES	72
APPENDIX A: Invitation to Parents	73
APPENDIX B: Evaluation Forms	77

TABLES AND FIGURES

Page

Table 1: Teacher Ratings, Teacher/Facilitator Training Sessions 41

Table 2: Evaluation Summary, Pupil Growth 54

Figure 1: Group Profiles, Burks' Behavior Rating Scales John Tynes School 56

Figure 2: Group Profiles, Burks' Behavior Rating Scales Woodcrest School 57

Figure 3: Group Profiles, Burks' Behavior Rating Scales Troy High School 58

Figure 4: Group Profile Comparisons, Burks' Behavior Rating Scales, Physically Handicapped 59

Figure 5: Group Profile Comparisons, Burks' Behavior Rating Scales, Multihandicapped 68

CAREER AWARENESS = SELF-AWARENESS

A project conducted under the Career Education Incentive Act, PL 95-207

1979-80

ABSTRACT

Background

Project CASA was designed by personnel serving handicapped children in three school districts in North Orange County (California) to develop and enhance career potential in physically handicapped and multihandicapped children.

Assessment of career needs of handicapped children in Fullerton Elementary School District found that the first five of thirteen career competency needs fell within the self-development area. Subsequently, those results were substantiated in elementary school classes for the physically and multihandicapped in Placentia Unified School District, and in the Fullerton Union High School District, which accepts handicapped students from both of the other districts' elementary programs.

Planning

A major deterrent to appropriate career development for handicapped children derives from their fears and limited thinking about the opportunities available to them. Those attitudes, in turn, are strongly influenced by attitudes held in the home. However, the districts involved in Project CASA have not had a policy of using psychological services in career education, and the schools are limited in time and personnel with expertise in working with family attitudes. The North Orange County area

has long been fortunate in having an excellent child guidance center available as a referral source for the individual needs of families for psychological services. Project CASA was designed to utilize consultants from North Orange County Child Guidance Center in working with school district personnel to provide a collaborative model for the enhancement of self-concept in handicapped children. The program was planned to relate appropriate career aspirations to the development of self-awareness on the part of students and complementary awareness on the part of parents.

Because the program was innovative, approximately half the project time was used in the design of the model, staff development, and the preparation of a series of activities to be used with groups of children to promote a sense of self-mastery. A planning committee, including representatives from each of the participating schools and the guidance center, met regularly and developed individual implementation plans for the program at each of the three schools involved.

Implementation

Guidance center staff took responsibility for providing materials and training teachers to act as group leaders. They also acted as resource persons to staff at all three schools. A series of six to eight student group sessions were established for each school, with parallel sessions scheduled for parents. The elementary schools elected to provide group activities to all handicapped children in their regular class groupings. High school staff preferred to select students on the basis of parent interest in participation in the parent support group.

Each of the schools serves between 60 and 70 students in physically handicapped and multihandicapped programs.

Interest level in the program at all schools was high, and the ability of the schools to come up with individual programs to meet their own specific

organizational patterns and needs was noteworthy.

Tynes Elementary School (Placentia Unified School District). Of the three schools, Tynes had available the most comprehensive guidance program. The school has as part of its regular staff a full-time school psychologist and a full-time counselor. The school is relatively new, handsome, and well equipped to meet the needs of the physically handicapped. The school psychologist at Tynes was very involved in planning the program, working with Tynes teachers, and serving as a group co-leader and resource person for the program at the school. A full-time school counselor was also extensively involved with the program. Implementation was smooth, teacher attitudes toward the program were very positive, and student and staff satisfaction with the results were high.

Woodcrest Elementary School (Fullerton Elementary School District). Woodcrest School is much older than Tynes and has had a long history of providing excellent programs for orthopedically handicapped children in the area. The principal has a background in school psychology and was very active in developing the grant proposal and designing and implementing the program at the school. The school suffered, however, from a lack of guidance personnel available for participation in the project. A part-time school psychologist is largely confined to routine special education assessment and individual educational planning activities. There is no school counselor. At this school the teachers had much more difficulty in feeling comfortable with the program and in developing their own roles as group guidance leaders with their students. They established strong reliance on the child guidance center consultants in the absence of school-based guidance support staff. Implementation was uneven and teacher reaction was mixed, although generally positive. An extension of the program during the summer, with participation of graduate interns from a university counseling program, was very successful.

Troy High School (Fullerton Union High School District). Troy High School has housed the high school program for orthopedically handicapped students in the North Orange County area since its inception many years ago. Since the Project Director serves as part-time school psychologist for the orthopedically handicapped and multihandicapped programs, direct services and resource support were available to staff on that campus, though not on a full-time basis. No counseling time was available. Two teachers participated in the training, carried out the program very effectively, and expressed considerable satisfaction with it. However, they expressed the need for more support services. Student response was very positive.

Parent meetings. A series of parent meetings was planned for each school in the evenings. Psychologists at Tynes and Troy made themselves available for such meetings; guidance center consultants were available for some meetings at Tynes and Troy and assumed a more comprehensive role at Woodcrest. Initial meetings at all these schools were well attended by parents who expressed enthusiasm for the program and signed up to participate in evening sessions. However, participation dwindled almost immediately. Tynes and Woodcrest programs were discontinued. The Troy program continued with a small group of parents. However, that group addressed the personal needs of those parents, ignoring the original structure of the planned activities almost completely.

Findings. Subjective estimates in self-ratings by students indicated that two-thirds of the students at all schools and in all age groups felt either "moderately satisfied" or "very satisfied" with their learning across five areas of emphasis in their group activities: (1) thoughts, feelings, and body sensations; (2) relaxation; (3) use of imagination; (4) personal interests; and (5) sharing with others. The high school group was almost twice as high in "very satisfied" ratings (40%) as children in the elementary schools (29% and 24%), probably as the result of heightened self-awareness and increased

introspective ability to be expected in a teenage group. At all schools student ratings were obtained by aides or someone other than the group leader.

Teacher evaluation of student change varied extensively from school to school. High school teachers felt the time duration of the groups was too short to see noticeable changes in the areas under measurement and simply gave a blanket rating of "no change" for that portion of the evaluation. In contrast, both elementary schools rated behavior change, with the Tynes staff markedly more pleased with perceived differences in their students than those at Woodcrest. At Tynes only a little more than half perceived "no change" in the students (55%), while nearly half (42%) were either "moderately satisfied" or "very satisfied" with behavior changes. At Woodcrest, most of the staff indicated "no change" in behavior (85%), with only a few (15%) indicating satisfaction with change. Students were rated on change in four areas: (1) increase in self-expression, (2) increase in social interaction, (3) decrease in excessive distractions, and (4) decrease in negative or non-social statements. Correlations between student self-ratings and teacher ratings were higher at Tynes than at Woodcrest (Tynes, r = .747; Woodcrest, r = .558).

Burks Behavior Ratings Scale profiles obtained at each of the schools established similarity between the multihandicapped students at both Tynes and Troy, but an entirely different profile emerged at Woodcrest, indicating a heretofore unrecognized difference in placement criteria for multihandicapped students at that school from those at the other two schools. That information will be of value in planning at the high school level for students coming in from the other two schools and provides useful information to all the schools on the nature of their special populations. Behavioral descriptions at all three schools for the orthopedically handicapped were quite

consistent, except for the highly significant difference in scores on the anxiety scale, which was much higher for the teenage group than for either of the younger groups. The increase in anxiety with age paralleled a decrease in acting out behavior measures in the older students. Both changes appear to reflect an increasing struggle in the teenage group to achieve social conformity and heightened adolescent concern with personal acceptability and the ability to move ahead into personal independence and adult career goals.

Test-retest Burks Behavior Ratings obtained on the participating high school students showed no significant differences in manifest behaviors during the course of the project, but a general tendency toward more negative behaviors was observed. The groups were held late in the spring during a period of time when both students and teachers traditionally tend to be tired and somewhat irritable and impatient with each other, and the teachers had commented on the students in general as being difficult to manage. The situation was complicated by the resignation from the District of one of the teachers in the program and a threatened teacher strike. On the other hand, it is possible that some perceived negative behaviors were more noticeable because of the closer relationship in the group situation and the freedom of the students to reveal some of their concerns.

Students in the high school group who had parents in the parent group showed a significantly lower tendency toward an increase in negative behaviors during that time than did those whose parents were not involved ($t = 1.91$, df 7, $p < .05$).

Conclusions

It is difficult to measure changes in personal style as fundamental as self-concept after brief interventions through group experiences. Subjective experiences of growth in students involved in Project CASA were very positive. Teacher perceptions of those changes varied with the school setting and perhaps with the interaction of staff on each other to set a climate of expectation and response pattern. The indications that parent participation can make a difference in the behavior of their children is an important finding. The project had particularly interesting results related to the varying settings in which the program was implemented. Since the overall planning was done on a cooperative basis and all teachers were trained by the same guidance center consultants, and those same consultants were the ones working as support staff to school staff, the wide differences in perceptions by the teachers of the results of the project are particularly important. With so many of the factors controlled and consistent from one school setting to the other, the differences must be looked at closely. The obvious difference among the schools was the amount of guidance staff available to work with teachers. The Tynes staff was more comfortable with the program and needed far less support than the Woodcrest group, who did not have psychological services involved in the project. The differences between teacher ratings existed in spite of almost identical measures of satisfaction on the part of the students. An unexpected but very important outcome of the project, then, is the identification of the important role school-based guidance personnel can play in facilitating teacher performance and developing positive attitudes.

Recommendations

1. Additional efforts need to be made to involve parents in support groups in line with the goals of activities implemented in the school with children.
2. Schools must have available to them trained guidance support persons who can be available to become involved with teacher concerns, co-lead groups, and otherwise involve themselves in project activities.
3. Materials need to be reviewed, modified, and extended as the result of the response of the teachers who have participated in this project.

AN OVERVIEW

This project grew out of the cooperative efforts of parents and teachers of three school districts in collaboration with North Orange County Guidance Center. During the spring of 1979, parents and teachers in the Fullerton Elementary School District prioritized career education needs of their physically handicapped students. Their top five priorities were in the areas of self-awareness and self-development. Subsequent surveys in the other two districts corroborated those findings.

A major deterrent to career development for handicapped children derives from their fears and limited thinking about the opportunities available to them. Those attitudes, in turn, are strongly influenced by attitudes held in the home.

To address the foregoing need, a model was developed to foster self-awareness and enhance career potential for 200 orthopedically and multiply handicapped students in three school districts (Fullerton Union High School District, Fullerton Elementary School District, and Placentia Unified School District). In association with the North Orange County Child Guidance Center, this program was developed to provide opportunities for handicapped children and their parents to explore their expectations, hopes and fears concerning the students' career potential.

This Career Guidance Project was funded by P.L. 95-207, Career Education Incentive Act, under a grant developed by Jacquelyn Gillespie, Fullerton Union High School District; Mary Alice Olguin, Fullerton Elementary School District; Dennis Kreil, Placentia Unified School District; and Ron Jue, North Orange County Child Guidance Center.

Session I: Introduce Inner Space Ship Trip

Objective: To offer a safe place where the children can share in a non-judgmental atmosphere a unique part of themselves.

1. Ask: "Ever thought what it would be like to take a trip inside yourself?"
2. Play music of choice.

   Example: Theme from Star Trek or Star Wars. Have paper and pens available.
3. Short Breathing Exercise:

   Objective: Quiet the mind and focus - bring to here and now - open to imagination.
4. Imagine what kind of space ship you want to go on your trip.
   a. See the outline - imagine the shape.
   b. See where the fuel supply is - How large is it? How does it get filled?
   c. Now look for the trash container; be aware of how large it is, where it's located and how it is emptied. Really look at these details.
   d. Put yourself in as the captain.
5. Now, when you're ready, come back to this room. If you'd like draw your space ship, or if you'd rather write about it -- just share in your own way what your ship looked like.

Group Discussion:

1. May suggest some of the kinds of fuel an inner space ship might use - ask group, ie: care from outside, inner love, love from outside. Some people might run on anger, warm inner glow, like sun.

2. Talk about inner trash - ie: anger, hurts, pain, frustration, depression, fear, what kinds of fears.
3. Go around the group with those who want to share -
   a. Let the child lead the way. As guide: May show interest in the different parts and ask for clarification.
   b. Show interest without interpreting their representation.
   c. Encourage others to ask questions - have child call on those with questions.
   d. Respect the child who doesn't want to share - have him verbalize that he doesn't want to. Then reinforce for verbalizing assertive behavior: "Glad you would stand up for yourself - hope you'll share next time." (The ability to say "no" in a straightforward way will give him freedom to say "yes" at a later time.)
4. Reminder: A lot will go on unconsciously that we may not understand but that is important for the child if he feels he is being accepted.

Session III: Starting The Journey

Objective: Develop awareness of parts of us that get in the way of getting what we want.

1. Say: "OK! All ready to go on an exciting trip, but wait! There's a voice that starts to criticize you going on the trip. What does it say to you?"
   a. You should_____.
   b. You shouldn't_____.
   c. When will you ever learn to_____?

      What is the tone of voice?

      When does it appear?

      What things does it do?

      How do you feel about that part?
   d. Give it a name - Funny one if possible - Slasher - You're a dummy, Patty Perfect
   e. Now be that critic - Tell the rest of you how much it needs you. As yourself acknowledge the valuable side of the critic, negotiate. (Flip side of the Persecutor-Critic may be a Protector or Instigator; may want to use puppets with your children for this).
2. Discussion: (Group process, as in previous sessions)

   Share with others - discover similarities.

   Each person decide how much space they want to give to the critic in their space ship and put it in.

Session II: Preparation for Inner Journey

Objective: Through sharing wants and needs, develop awareness of (a) uniqueness and (b) qualities they share with others.

1. Talk about needing things that are very important to us on a long journey, such as:
   a. Money
   b. Someone you love
   c. Favorite toy
   d. Favorite book
   e. Favorite food
   f. Good health
   g. Guide to show the way
   h. Teacher
   i. Sports equipment
   j. Camera, etc.
2. Suggest being quiet and focusing breathing. Then:
   a. Think about - things you want to take
   b. Write list - of those things
   c. Then put in priority order
   d. See if some go together, i.e. sports, toys, people
   e. Think of symbol for these
   f. Assign space for these in ship according to importance.
3. Discussion

   Go around group sharing interests and allow group process (as described in Session I) to establish connections and uniqueness.

Session IV: We're On Our Way

Objective: To confront the victim part in all of us that can keep us helpless and dependent.

1. Breathing Exercise - Music of choice.

   "OK - everything is set - ready for count down - You're about ready to blast off -- 10, 9, 8, 7, 6. Now, what could happen to damage the blast off?"

2. Visualize it or hear it or scent it.
3. Draw a picture of it or write about it (whatever expressive modality possible).
4. Now be the problem; be the wrecker and wreck the trip. What's it like if the trip fails - What happens? What's the pay off?
5. Give it a name.

   (This may well be a Victim part that likes being helpless. We all like to be taken care of.)

   The Victim has its genesis in a childhood situation where the person was truly victimized. And with your children the situation may still be going on and will continue. There can be a flip side for all Victim roles that can be positive and life sustaining, i.e. the child that wasn't wanted and passed from foster home to foster home always feeling unwanted may be sensitive to the needs of strangers in her own home and is a warm hostess. The person that is physically limited may develop amazing sensitivity to understanding the essence of our being and deeper relationships to others, if the limitations of the Victim role are not reinforced or maintained. The childlike directness and openness, if appreciated, can be a lesson to us all.

Acceptance: Owning of our "negative" parts (not denying or rejecting) traits, motives, actions is the key to growth and happiness. This doesn't mean identifying with them or allowing your Self to be controlled by them. One way to do this is by practicing the following disidentification exercise. It can ultimately become an exercise in self-identification.

6. Discussion:

Use group process incorporating above information and sharing their Victim role. Close with "Identification Exercise."

Session V:

1. Begin with "now" exercise

   Breathing; TV Screen; Inward-fresh and renew; Outward-stale old

2. As an "inner-space explorer",

   Advanced Exercise:

   Express (draw, write, dictate, verbalize) body, mind, emotion symbols. Integrate these to new symbol. Draw each separately -- body, mind, emotions. Look at them together and find new symbol.

3. Do "letting go" exercise related to ourselves as our bodies and more. Disidentification Exercise

4. Homework of relaxation and recalling self-symbol.

Session VI:

1. Here and now exercise
2. Review Session 5 C and extend exercise to sub-parts of self.
3. Write disidentification for critic and saboteur
4. Do guided fantasy to a quiet place and discover a gift to one's self. Wise-person journey (from Session IV)
5. Homework: Play with exercise of interest.

Session VII:

1. Observe beliefs and choices which have been made and explore how they might be used. (Positive active Image -- TV screen and Project activity) Session IV
2. Guide group attention to action they may take with new self-discoveries. Problem solve ways to use balance of sessions.
3. Use wise man imagery to apply learning. Ask how can use new learning about self Session IV

4. Collect pictures to use for the next session. Pictures related to interests discovered on spaceship.

Session VIII:

1. "Here and now" exercise - led by student.
2. Use homework pictures of interests to make collage in "log".
3. Take imaginary trip acting "as if" one of the "parts" or all of the collage - Positive active image on TV screen - How to start to make interest happen - First step in the "now".
4. Practice relaxation exercise of choice at home.

Possible Last Two Sessions

Session IX:

1. Focus with "heart cell" exercise - led by student.
2. Choice of one - made by group
   a. Guest presenter with career information.
   b. Interaction exercises developing assertion skills.
   c. Imagery exercises rehearsing assertive skills.
   d. Work with "wise man" imagery at home. Incorporate "quiet place" relaxation in anxious situations.

Session X:

1. "Here and now" exercise - led by student.
2. Activity chosen by group - field trip, etc. or one of the above.
3. Guided imagery made up by group or member.

BACKGROUND OF PROJECT CASA

Needs Assessment

During the spring of 1979 a committee of teachers at Woodcrest School developed a list of career-related competencies and asked the entire teaching staff to rank those competencies in order of their relevance for the development of pre-vocational and vocational skills in handicapped children. The first 5 teacher choices among the 13 career competencies fell within the self-development area.

Subsequently, at the beginning of the CASA project, teachers at Tynes School and Troy High School were also surveyed, and the Advisory Council members were also asked to rank the items. The overall ranks were quite similar to those obtained from the Woodcrest staff. While slightly more emphasis was placed on the value of decision making skills at the high school level and more emphasis on building self-help skills at the elementary level, the overall picture was quite consistent among the groups surveyed.

The competencies were ranked in the following order:

1. Achieving socially responsible behavior
2. Achieving self-awareness (goals, values, aptitudes, interests, abilities, attitudes)
3. Acquiring self-confidence
4. Exhibiting self-help skills
5. Exhibiting appropriate work habits and behavior
6. Demonstrating appropriate decision-making skills
7. Getting around the community (mobility and experience)
8. Knowing and exploring occupational possibilities
9. Selecting and planning occupational choices (needs, interests, aptitudes, life styles)

10. Identifying one's own marketable skills
11. Physical - manual skills
12. Identifying recreational and leisure activities appropriate to one's ability
13. Understanding the need for academics in future occupations.

The top six items all have to do with the personal development of the individual child. It is only with Item 7, with its emphasis on mobility, and Items 8, 9, and 10 that priority begins to be given to material of direct occupational application.

It seemed, then, appropriate to concentrate on the career development of the handicapped child in light of the priorities listed above.

Related Literature

"Self-awareness" is one of a family of terms related to the "I" of personal experience. Very simply, the "self-concept" may be defined as "a term coined to represent what a person thinks of himself" (Bentley, Crouthamel, & Yeatts, 1974). The terms "self," "self-concept," and "identity" are used rather loosely throughout the professional literature to refer to various aspects of each individual's personal subjective experience of basic individuality, a conscious self-awareness derived from accrued experience over time. Positive self-awareness is derived from what Erikson (1968) describes as "an optimal sense of identity . . . a sense of psychosocial well-being . . . a feeling of being at home in one's body, a sense of 'knowing where one is going,' and an inner assuredness of anticipated recognition from those who count" (p. 165).

Though the self-concept probably has its beginning in infancy, it makes rapid growth throughout the pre-school and middle childhood

years. The development of self-esteem is considered a social process (Erikson, 1968; Goffman, 1963; Thomas & Chess, 1980). Responses from others provide the growing child with the beginnings of standards which become the foundation for the development of internalized personal standards. Those standards, in turn, provide the yardstick for self-measurement and the inner perception of adequacy or inadequacy.

For the physically handicapped child, the process of developing an adequate self-concept may be much more difficult than that of the able-bodied child. No matter how much effort may be expended, the handicapped child may lag "significantly behind his non-handicapped peers at home, in school, in play or in social settings, or in all situations, depending upon the type and severity of the handicap" (Thomas & Chess, 1980, p. 191). Goffman (1963) discusses the ability of the home to protect the handicapped child from the "stigma" of belittling comparisons by limiting outside contacts, thus providing a "protective capsule" for the young child. However, he points out that

> The point in the protected individual's life when the domestic circle can no longer protect him will vary by social class, place of residence, and type of stigma, but in each case will give rise to a moral experience when it occurs. Thus, public school entrance is often reported as the occasion of stigma learning, the experience sometimes coming very precipitously on the first day of school, with taunts, teasing, ostracism, and fights. Interestingly, the more the child is "handicapped" the more likely he is to be sent to a special school for persons of his own kind, and the more abruptly he will have to face the view which the public at large takes of him. He will be told that he will have an easier time of it among "his own," and thus learn that the own he thought he possessed was the wrong one, and that this lesser own is really his. It should be added that where the infantilely stigmatized manages to get through his early school years with some illusions left, the onset of dating or job-getting will often introduce the moment of truth. (p. 33)

Erikson (1963) points out that self-esteem derives from "a conviction that one is learning effective steps toward a tangible future,

and is developing into a defined self within a social reality" (p. 235). As Goffman so vividly illustrates, the sense of effectiveness open to handicapped children may be quite limited, and the "social reality" allotted to the handicapped may also be particularly devastating to disabled teenagers.

A study of the personality characteristics of disabled teenagers, (Harper, 1978) found elevations on scales of the Minnesota Multiphasic Personality Inventory that showed a tendency toward inappropriate emotional response, confusion, and withdrawal and/or hyperactivity, along with a perhaps expected concern with bodily fucntions. The boys approximated the girls' level of passivity, which was in marked contrast to the usual non-handicapped male response pattern. According to Freeman (1967), the handicapped teenager is actually more dependent upon the family than other teens are, and may therefore experience more conflict over fears of maturity and responsibility. During the teen years both disabled teenagers and their parents may experience a good deal of anxiety about sexuality, the possibilities for marriage, and the feasibility of adult independence. The handicapped youngster may have highly unrealistic ambitions. Parents may be equally unrealistic, either evaluating limitations too pessimistically or encouraging denial of problems.

A study of teenagers with cerebral palsy (Minde, 1978) found that the years between 10 and 14 resulted in a final stable realization that the physical limitations were permanent and probably would not improve significantly. That recognition appeared to stimulate a search for an adult identity that would include both personal and vocational aspects. Unfortunately, the teenagers in the study were unable to extend

their thinking beyond finishing high school. According to Minde, the problems were a "manifestation of low self-esteem" which appeared to be reflected in increasing passivity.

Erikson (1968) suggests that the schools are important resources for the development of adequate self-concepts in young people.

> The configurations of culture and the manipulations basic to the prevailing technology must reach meaningfully into school life, supporting in every child a feeling of competence--that is, the free exercise of dexterity and intelligence in the completion of serious tasks unimpaired by an infantile sense of inferiority. This is the lasting basis for co-operative participation in productive adult life. (p. 126)

A project developed by Bentley et al. (1974) provided a program of self-enhancement activities and practices to incorporate into classrooms.

> While it is assumed that every teacher is responsible for the positive affective development of students, in reality, most instructors are hired chiefly on the basis of their training in particular cognitive areas. Consequently, self-awareness often receives lip service. (p.10)

The material designed for the Bentley project certainly indicates the practicality of including material specifically designed to build positive self-awareness into standard classroom procedures. Project CASA draws upon the experiences of the researchers cited herein to provide a rationale and structure for the project activities.

GOALS AND OBJECTIVES

Project CASA was planned to meet the personal development needs described in the Needs Assessment section of this report by increasing career potential of physically handicapped and multihandicapped children through the development of positive self-awareness.

The following program objectives were developed:

1. To foster the development of positive self-awareness in physically handicapped and multihandicapped students, including independence, motivation, and decision making abilities related to career choice and preparation.
2. To develop the physically handicapped and multihandicapped child's self-esteem and career outlook without stereotyped limitations related to disability, sex, and ethnic membership.
3. To involve parents in the program to develop positive self-awareness in their physically or multihandicapped children.

DESIGN OF THE PROJECT

Project CASA was designed to allow as much freedom as possible to the implementation of procedures to carry out the objectives of the program. The project staff delineated the following divisions of responsibility:

1. Consultants from North Orange County Child Guidance Center were to (a) devise a program of activities and materials to use with students at all three schools, (b) design and carry out a series of training sessions in group processes and techniques for teachers, (c) act as consultants to the schools during the implementation phase of the program, and (d) design evaluation tools and procedures for the project.

2. The school-based project staff accepted responsibility for establishing the structure and procedures to be used within each school to implement the program.

3. The project director assumed responsibility for the general supervision of the project, including calling all meetings, all coordination activities, the formation and chairing of an Advisory Council, and the preparation of the final report.

4. Administrative responsibilities, including developing necessary contracts and budgeting procedures, were assumed by the Administrator for Pupil Personnel Services, Fullerton Union High School District.

It was agreed that teachers would be selected from each school to participate in training sessions in group leadership, with released time as necessary, and with the criteria for teacher selection left to the individual participating schools. Each school was to develop its

own approach to planning for parent involvement and the selection of students for the project. However, the same invitation letter to parents, designed with the help of parents on the Advisory Council, was used at all schools. A word processor at the Fullerton Union High School District prepared individually typed letters to parents of all eligible students at each school, signed by the respective teachers. Burks' Behavior Rating Scales were obtained from participating teachers on all students in order to identify behavior problem areas and provide comparisons between groups of students at different age levels, at different schools, and in different programs.

The final design of the project as it was implemented in each school was as follows:

Tynes School

Five teachers, the school psychologist, and the school counselor were actively involved in all phases of the program. The school chose to present the program in full classroom groups to all four Orthopedically Handicapped (OH) classes and one upper grade (ages 8 - 12) Multihandicapped (MH) class. Preschool OH and MH classes and a primary MH class were excluded from the program as being unable to profit from the activities. The school psychologist and counselor were actively involved in the planning of the sessions and were integrated as co-leaders into the group activities in the classroom. They also volunteered, but reluctantly, to provide some evening sessions for parents but felt that the guidance center consultants would be necessary to augment the services that could be provided, since the school did not make provision for scheduling time for evening meetings. Eight weekly student meetings were planned and four parent meetings, with

appropriate evaluation procedures.

Woodcrest School

The Woodcrest School staff chose a similar format to that of Tynes, with classroom groupings of students and the elimination of the very young children. Since the school had no guidance personnel available to participate in the project, the guidance center consultants assumed much more resource responsibility than was necessary at Tynes. Although the principal had a background of a school psychologist, had been instrumental in developing the project, and was actively involved in a leadership role, the staff was much more apprehensive about their abilities to implement the program effectively and had much more difficulty initiating and completing the six agreed upon weekly sessions. Working with parents there also presented a perplexing problem, since no one was available to provide evening meetings as requested by the parents. Child guidance center staff agreed to provide time for four parent meetings.

Troy High School

The Troy High School staff elected to determine first which parents were interested in participating in the program and then to form the student groups from those whose parents would also be involved. Four teachers initially asked to take the training, but two did not complete the training sessions. The program was actually implemented by two teachers who provided a series of eigh weekly sessions with students whose parents had expressed interest in the program at the initial parent meeting. A series of six parent meetings were held, led by the project director who also served the handicapped programs and was known to the parents from previous on-going contacts.

The Parent Component

As indicated above, the parent aspect of the program was difficult to develop because of the lack of available personnel to provide evening meetings for parents. Surveys of parents at all three schools, as well as opinions of parent members of the advisory council, provided clear indications that parents wanted their own groups at their own schools, rather then one large group for the entire project parent population. The request, then, was for three separate series of meetings. The original plan of the project staff had been to provide concurrent parallel meetings for parents that would deal with the same concepts and review the materials presented at student meetings. Without funding to provide extra time for the parent meetings, the plan had to be modified to provide fewer parent meetings. Little time was available to revise planning for those meetings.

Originally, a companion mini-grant was written to provide specifically for additional time in working with parents. That grant request was not accepted for funding.

ADVISORY COUNCIL

The Project CASA Advisory Council was formed to provide input from community members into the planning and review activities of the program. The council was composed of 10 members.

Five of the members were parents, two from each of the participating elementary schools and one from the high school program.

One member was a former student at both Woodcrest and Troy in the program for orthopedically handicapped students. She has since become a well-known professional comedienne and remains interested in working with and on behalf of handicapped individuals.

Two of the members were from related educational specialties. One was the career guidance specialist in charge of vocational services, including Regional Occupational Program placements, at the participating high school. The other was the coordinator of special education and psychological services for the high school district.

Two of the members represented community perspectives on vocational needs of the handicapped, one from the point of view of a parent group active in rights for the handicapped and the other from a hospital psychological services program serving a disabled population.

Members of the project staff were invited to all Advisory Council meetings, both to present their concerns and to receive suggestions concerning their various activities in connection with the project.

Three meetings of the advisory council were held, one on November 28, 1979, at the beginning of the project to elicit information to assist in planning the project. At that meeting the initial letter to parents announcing the program and inviting parent participation was discussed. Parent representatives felt that the letter was entirely too "professional," wordy, and complex in tone and would not obtain

parent cooperation. Two of the parents volunteered to help rewrite the letter to make it more effective in securing parent interest. The parent invitation letters that were subsequently distributed (See Appendix A) were the direct result of parent involvement on the Advisory Council.

A second meeting held on March 4, 1980, reviewed the teacher training sessions, the response to the parent invitations, and discussed plans for implementation of project activities in the schools.

The final meeting was held June 16, 1980, to review the project activities for the year, share the initial results of the program, and discuss the evaluation and reporting procedures.

ADVISORY COUNCIL

DeWitt Bogue, PhD
Coordinator, Special Education
Fullerton Union High School District

Warren Bowen
Career Guidance Specialist
Troy High School

Mrs. Roger Burtner (Carol)
Parent
Woodcrest School

Geri Jewell
Stage and TV Comedienne
Former Student, Troy and Woodcrest

Mrs. Wayne Neal (Cheri)
Parent
Tynes School

Mrs. Leslie Pauzar (Charlotte)
Parent
Tynes School

Mrs. Richard Purvis (Katie)
Parent
Woodcrest School

Mrs. Gordon Schott (Eleanor)
Parent
Troy High School

Lillian Seymour
Vocational Chairperson
California Association for Neurologically Handicapped Children

Judy Stewart
Psychological Services
St. Jude Hospital and Rehabilitation Center

PROJECT CASA ACTIVITIES

developed by

Doug Bowers and Phyllis Knight

North Orange County Child Guidance Center

Theme Statement

Teachers' Roles

Goals for Teacher Training

Course Outline

Evaluation, Teacher/Facilitator Training

Awareness Exercise

Bibliography

THEME STATEMENT

It is our hope that participants (children, teachers, administrators) in this project will experience themselves and others as students and teachers who are both helped and helpful. We believe that we all can influence our views of both our internal and external worlds. It is our central belief that we thrive when sharing these perceptions and feelings in an atmosphere that invites and accepts them without judgment. When this unique atmosphere exists, common bonds develop which heal our sense of separation and enhance our growth.

Enhancing our existing creative processes and peace of mind is clearly dependent on our internal processes. We are capable of training our minds to change these techniques of dealing with our daily stresses by increasing our self-awareness, relaxation, and use of positive imagery. We invite you to explore these possibilities with us.

Doug Bowers and Phyllis Knight, Psychotherapists
North Orange County Child Guidance Center

TEACHERS' ROLES

1. To act as facilitators in the children's group as designated by each individual school.
2. To maintain an accepting environment, furnish materials and present catalyst for children to use in their own unique way.
2. To receive on-going supervision by trainers to deal with individual issues in maintaining the environment and adapting the material and exercises for individual children.
4. To administer evaluation or assessment materials.

GOALS FOR TEACHERS FOR TRAINING SESSIONS

1. Experience in and understanding of creative process through focus and relaxation imagery and expression of inner concept and application.
2. Experience in and understanding of use of metaphor in developing self awareness.
3. Experience in and understanding of basic group process skills.
   a. Developing safe environment for group participation.
   b. Facilitating group interaction in non-judgmental and non-interpreting mode; acting as guide rather than authority.
   c. Encouraging group sharing and learning from each other.
4. Appreciation of secondary change that leads to primary change.
5. Understanding and experience in relaxation and imagery as tools for moving focus of control from outer- to -inner directed perspective.

COURSE OUTLINE

Metaphor as a Vehicle for Developing Self-Awareness

It is many times easier to talk about and gain understanding of ourselves when we use a metaphor to represent ourselves. This is especially true of children. When metaphoric exercises are used in an accepting and non-judgmental setting, children are less resistant and fearful of sharing themselves with others. The developing awareness is many times unconscious but is nevertheless valuable in the ongoing process of building self-concept. This self-concept then becomes a factor in the ability to problem solve and make life choices.

Goal: Develop tools for building self-concept and increased awareness of the uniqueness of others.

Example: An inner space ship is used to represent self in this example (animals, growing things, anything a person can relate to may be used as a metaphor).

EVALUATION, TEACHER/FACILITATOR TRAINING

Teachers from the participating schools met at the North Orange County Child Guidance Center for four two-hour sessions. These sessions included didactic and experiential presentations of theoretical assumptions and exercises. Each training period included a format similar to those to be used with their students.

We began Session 1 with an orientation overview, a discussion of attitude and belief systems, and the concept of group process. We then focused on the exploration of "inner space," using a Space Ship Journey metaphor. We used a guided imagery exercise with practice in focusing and use of active imagination. Finally, we used art materials to draw and share these experiences. Evaluations of this period verbally indicated a majority feeling of interest and intrigue while some doubtful of the program's efficiency.

During the Session 2 we reviewed the "what, why, how, when, and where" of using self-developed metaphors in a supportive environment. Then we reviewed Lessons 1, 2, 4, and 4. We suggested a home practice of the relaxation and imagery exercises and finished with teacher evaluations of the session as we had done during our first meeting.

This was the first session in which teachers rated their training on the form provided (see Table 1). The average number of teachers using categories 1 (minimal value), 2, or 3 for questions 1 through 5 was only two. Teachers typically used ratings of 4 and 5 (well done) for questions 1 through 5 with typically four or more using the highest two ratings.

For Session 3, we reviewed home practice of the exercises. We

then used a "controlled" breathing and imaging exercise designed to handle frustration and distress. Following this, Lessons 1 through 10 were reviewed. Next, an exercise was conducted to identify our internal critics or saboteurs. Finally, homework was suggested of sampling their environment for pict[illegible], etc., related to their personal interests identified during the exercises. Fewer ratings were voluntarily received for this session while the over-all trend described in Session 2 remained.

During training Session 4, the teachers were asked to imagine their "inner guide" in order to identify inner wisdom and strengths. Also an exercise designed to develop relationships and contact others was included. A review of goals and assumptions for the entire training process was conducted. Evaluations of this session were consistent with those of Sessions 2 and 3. The majority of ratings were by far in categories 4 and 5 with a small percentage in categories 1 and 2. Throughout the training the third evaluation form question pertaining to the applicability of materials was highly relevant and unresolved for the majority of teachers. Program usefulness awaited the test of on-site application.

The teacher training evaluations ranged from "very well done" to ratings of "minimal value." Some teachers were annoyed with a few who repeatedly did "not understand" what was being presented and who acknowledged their disinterest in the program. These teachers also typically felt they were sent by their school administrators and had to attend. The relevance of these procedures to career awareness needed ongoing clarification even to those who were eager to apply their training. Some of the teachers were not volunteers for the

program but had been required to attend and were not philosophically or by training in harmony with the methods presented. This was not only deleterious to their learning but antithetical to the assumptions of this training.

As a whole, the participants from all three schools were somewhat pleasantly surprised at students' enjoyment and sharing of their inner processes. Some found their training "fun and relaxing," even "renewing." A few found that these procedures did not apply to the more severely disabled children (multiply handicapped) and a few felt the pressure to perform throughout their work with the children. As a whole, they became more comfortable with the goals and exercises and often expanded the use of metaphors to include the children's preferences (i.e., "shipbuilding: metaphors).

Conclusions:

It was evident that those involved in training should be pre-selected based on more extensive information and their personal interest. We encountered on-going dysfunctional working relationships (i.e., authoritarian and passively oppositional) as in any family or professional system and the trainers will need to handle these with the best judgment available.

Recommendations:

We would recommend that more training time be allotted to the trainees acting as facilitators for role rehearsal and supervision. Finally, several of the teachers enjoyed their role of training students in intra- and inter-personal relationships with the primary objective of support and facilitation rather than meeting a pre-established

proficiency criteria. It was often difficult to convey this and then to internally believe it. As we're learning together, forewarned is hopefully forearmed!

Table 1

TEACHER RATINGS

TEACHER/FACILITATOR TRAINING SESSIONS

Session 1

No verbal evaluation

Verbal expressions of interest, intrigue, caution re: application to OH/MH

19 Teachers attended

Session 2

Ratings

Questions	1	2	3	4	5
1	1	2	2	6	3
2		3	1	6	4
3	2	1	5	4	3
4	1	2	3	5	3
5	2	2	1	5	3
	6	10	12	26	17

14 Teachers attended

Session 3

Ratings

Questions	1	2	3	4	5
1			5		4
2			4	2	3
3		5			4
4				5	4
5			5		4
		5	14	7	19

12 Teachers attended fewer evaluated

Session 4

Ratings

Questions	1	2	3	4	5
1			3		5
2			2	3	3
3		1	2	4	1
4			1	4	3
5			2	4	2
		1	10	15	14

11 Teachers attended fewer evaluated

AWARENESS EXERCISES

Objective:

Positive, Peaceful Imagery

1. Develop focus of attention
2. Reduce fear orientation
3. Take inner responsibility for feelings

Positive Active Imagery

1. Develop focus of attention
2. Rehearse behavior for future activities
3. Ground wants and desires in reality base

Breathing Exercise

1. Develop focus of attention
2. Release tension and reenergize toward positive action

Release Imagery

1. Release tension
2. Encourage sense of inner self-control of feelings rather than external forces

Intuitive Exercise

1. Encourage understand and relating (contact) with others

Art or other expressive modalities

1. Express the perceived inner reality
2. Facilitate social interaction

POSITIVE ACTIVE IMAGERY FOR TEACHERS

(Begin with the breathing and relaxation introduction. Move to the blank screen image.)

On your blank screen, imagine that you are about to use some of the CASA training materials with your own students.

Imagine yourself in the room.

See who is there. Notice the surroundings, any unique aspects of the room.

See yourself beginning to share and present the material. Notice what you are saying, what you are doing. See yourself making adjustments and dealing with distractions.

Enjoy the process of sharing this material and learning from the children. Observe your pleasant feelings associated with simply listening to and observing your children and your reaction to them. Carry this feeling with you and recall it when you may wish to.

(Refocus to here and now.)

IMAGERY IDEAS

1. Close eyes

   Visualize name written in the sky. See some beautiful words that tell about you at your very best.

2. Imagine ideal student.
3. Imagine qualities of ideal teacher.
4. Imagine ideal parent.
5. Go backwards from present and imagine six important events in life.
6. Travel around school -- feel good, feel uptight, feel ?

   qualities I like in the room; qualities I don't like in the room.

7. Express feelings in color

   Color and feelings are relative and both are all right.

8. Travel back in time to when very young to a moment that was really really enjoyable.
9. Close eyes.

   See hands filled with love.

   See green all over hands.

10. Classical music

    Valley, green, flowers -- while there someone important would come and tell them something good about themselves.

11. Travel to another planet -- walk around, see what's there.
12. Imagine what life will be like in 5 years - where you will be - what you will be wearing - what you're feeling - what you're doing.
13. Write about monsters.

BREATHING EXERCISES AND AUTOGENIC PHRASES

Assume a comfortable position. Keep the body still. Do not strain the lungs by exhaling or inhaling more deeply than is comfortable. The capacity of the lungs and the control of the breath will increase as you progress.

Take five slow, full breaths, exhaling and inhaling through both nostrils. Then begin "equalized" breathing.

Equalized or Even Breathing:

Exhale and inhale through both nostrils slowly and smoothly, with no pause between the exhalations and inhalations. Concentrate attention on the flow of breath past the space between the nostrils. Continue for four minutes. Breath slowly, but not so slowly that the diaphram jerks in order to get more air into the lungs.

Now forget the breathing entirely and focus attention on the autogenic exercises for quieting the body (low muscle tension), quieting the emotions (warmth in the hands), and quieting the mind (inward-turned action).

Quiet the Body:

Take time to visualize, imagine, and feel the relaxation of each part of the body as you silently repeat the phrases; then just "Let it happen.":

> I feel quite quiet.... I am begining to feel quite relaxed...My feet, my ankles, my knees and my hips feel heavy, relaxed and comfortable....The whole central portion of my body feels heavy, relaxed and comfortable...My neck, my jaws, and my forehead feel relaxed. They feel comfortable and smooth...My whole body feels quiet, comfortable and relaxed....

Quiet the Emotions:

As you remain comfortable and relaxed, use the following phrases in the same manner as above, visualizing, imagining and feeling the warmth:

My arms and hands are heavy and warm...I feel quite quiet....My arms and hands are relaxed, relaxed and warm...My hands are warm... Warmth is flowing into my hands, they are warm....warm...My hands are warm...relaxed and warm.

Quiet the Mind and Turn Attention Inward:

On each phrase imagine and feel the quietness and the withdrawal of the attention inward:

I feel quite quiet...My mind is quiet...I withdraw my thoughts from the surroundings and I feel serene and still...Deep within myself I can visualize and experience myself as relaxed, comfortable and still...I am alert but in an easy, quiet, inward-turned way... My mind is calm and quiet...I feel an inward quietness...

Maintain the inward quietness for about two minutes. Reactivate by taking five slow, full breaths. Stretch and feel energy flowing through your body.

At the end of your practice, record the session in your logbook by answering the following:

1. What were your physical sensations as you went through today's practice?
2. What were your feelings?
3. What were your thoughts? Were they in words or images, or both?

HEART CELL EXERCISE

I would like to invite you to take a mini-trip through inner space. This is an adventure and exploration. There are no right or wrong ways to take this trip. It is your unique trip of the moment. At another time the trip might be different and each would be just right for the moment.

If you would like to ake the trip, I invite you to allow yourself to find a comfortable position and allow your eyes to close. Be aware of your feet resting on the floor. Sink into the seat of your chair -- be aware of the ground under you -- allow your body to relax. Be aware of your breathing and allow each exhale to quiet your body and emotions. Allow whatever you are feeling emotionally to be put aside for the moment.

Be aware of any thoughts going through your mind, and for the moment allow yourself to put them aside, knowing you can pick them up when we finish. With each exhale allow your body, emotions, and mind to become more quiet. As you become more quiet, imagine a blank television-like screen above your forehead.

Imagine you are in a large research center that specializes in the study of Inner Space. In this center there is a fantastic new kind of microscope that allows you to look deep inside your own body at your living cells. Imagine you are looking into that microscope at just one of your heart cells. Imagine what this cell looks like. You may choose to see it as a face with a warm smile; experience its qualities.

Now become that cell. Experience how it feels. Be aware of its warmth and energy. Now allow it to grow and expand. Let it join other cells in the body. Be aware of the energy as it grows and

expands; relax each part. Feel the warmth and energy flowing through your whole body, giving life.

Now allow that energy to become pure white energy flowing upward to a star or sun above your head. Allow that energy to flow and connect with all of the other pure energies in this room.

Allow the warmth and energy to grow and circulate and flow back and forth to your own heart.

Slowly allow your awareness to leave the heart area and find your way back to this space. When you are ready, rejoin the group and open your eyes. Would anyone care to share any experience they had?

Many ways to use this image or similar ones:

draw

write

talk

move

record

MOVIE EXERCISE

Purpose: Getting rid of pains, guilts, fears of the past

- Close eyes
- Breath in, then out in 3 puffs
- Inhale slowly, silently counting to 10
- Exhale slowly, silently counting to 10
- Repeat

As you inhale recall a pleasant (scene or event) today

Now recall an unpleasant one

Now recall something frustrating

Now recall something you enjoyed

Now recall one which irritated you

Now connect these scenes in a series and review them all

Now run them through like a movie film

Now do this again

Now do this again

Now put this film in a can, hand it to a balloonist and enjoy the feeling of being relaxed and energized as the balloon floats away.

BIBLIOGRAPHY

Crampton, M. Toward a psychosynthetic approach to the group. New York: Psychosynthesis research foundation, 1972.

Crampton, M. An historical survey of mental imagery techniques in psychotherapy and description of the dialogic imagery method. Canadian Institute of Psychosynthesis, 1977.

Galyean, B. "Meditating with children: Some things we learned." Newsletter, Association for humanistic psychology, August - September, 1980.

Gaylean, B. "The effects of a guided imagery activity on various behaviors of one class of low achieving students." Paper presented at Long Beach, California, 1979.

Gaylean, B. "Transpersonal approaches to language teaching." Elementary school guidance and counseling, 14 2, 1979.

Jampolsky, G. "The child behind the learning problem." Paper presented at University of California Medical School, San Francisco, October, 1958.

Jampolsky, G. "Mental health in the public schools." The School Counselor, May, 1961.

Jampolsky, G. "A unique suggestive and auto-suggestive technique to help children with reading problems." Paper presented at Sixth International Congress for Clinical Hypnosis, Uppsolee, Sweden, July 2, 1973.

Jampolsky, G. and Haight, M. "A special suggestive and auto-suggestive technique used in helping certain children with reading problems." Academic Therapy, Winter 1974.

Jampolsky, G. "The application of biofeedback in education." Paper presented at the 6th Annual Biofeedback Research Society meeting, January 31 - February 5, 1975.

Jampolsky, G. "A primer for directing our energies for positive results through imagery." Tiburon, California: Foundation for Inner Peace, 1977.

Jampolsky, G. "Hypnosis and active imagination." In Holistic dimensions in healing, a resource guide. Edited by L. Kaslof, Garden City, N.Y.: Doubleday Dolphin, 1979.

Jampolsky, G. and Taylor, P. "Peer and self-healing in children." In Inner balance: The power of holistic healing. Edited by E. Goldwag. Englewood Cliffs, N.J.: Prentice Hall, 1979.

Jampolsky, G. Love is letting go of fear. Millrae, California: Celestial Arts, 1979.

Jampolsky, G. Mini-course for healing relationships and bringing about peace of mind, Tiburon, California: Foundation for Inner Peace, 1978.

Jampolsky, G. and Taylor, P. (co-editors). There is a rainbow behind every dark cloud. Tiburon, California: The Center for Attitudinal Healing, 1978.

Kosbab, F. "Imagery techniques in psychiatry." Archives of General Psychiatry, 31, 1974.

Nakagawa, M. et al. Rainbow activities. South El Monte, California: Creative Teaching Press, 1977.

Rainwater, J. You're in charge. Los Angeles, California: Guild of Tutors Press, 1979.

Taylor, P. "Organizations and procedures in the children's groups." Tibu[illegible] California: The Center for Attitudinal Healing, 1978.

Virshup, E. Right brain people in a left brain world. Los Angeles, California: Guild of Tutors Press, 1970.

DATA COLLECTION

Evaluation material was collected from teachers in each of the training sessions (see "Teacher/Facilitator Training"), from students at the end of their series of group meetings, and from teachers concerning behavior of the students following participation in project activities. In addition, Burks' Behavior Rating Scales were obtained from teachers concerning participating students at each of the schools, and both pre- and posttest were obtained at Troy High School. Self-ratings of students were compared with their ratings by teachers (see Table 1).

Students rated themselves (see "Student Self-Evaluation" form, Appendix B) on a five-point satisfaction scale concerning their learnings over five areas of experience in their group activities: (1) Thoughts, feelings, and body sensations, (2) relaxation, (3) use of imagination, (4) personal interests, and sharing with others. The teachers rated the students (see "Teacher Evaluation of Student Change" form, Appendix B), on perceived behavior change in four areas: (1) Increased self-expression, (2) increased social interaction, (3) decrease in excessive distractions, and (4) decrease in negative or non-social statements.

Burks' Behavior Rating Scale profiles by groups were superimposed for comparison purposes (see Figures 1 - 5) to note through visual inspection similarities and differences between groups in incidence of problem behavior.

Parents at Troy High School submitted written evaluations of their reaction to the program.

DATA EVALUATION

Subjective estimates in student self-ratings indicated that two-thirds of the students at all schools and in all age groups felt either "moderately satisfied" or "very satisfied" with their learnings (see Table 2). In addition, they expressed a good deal of personal enjoyment of the activities. The high school group was almost twice as high in "very satisfied" ratings as children in the elementary schools, probably representing heightened self-awareness and increased introspective ability to be expected in a teenage group. At all schools student ratings were obtained by aides or someone other than the group leader.

Teacher evaluation of student change varied extensively from school to school. High school teachers felt the time duration of the groups was too short to see noticeable changes in the areas under measurement and simply gave a blanket rating of "no change" for that portion of the evaluation. In contrast, both elementary schools rated behavior change, with the Tynes staff markedly more pleased with perceived differences in their students than those at Woodcrest. At Tynes only a little more than half perceived "no change" in the students (55%), while nearly half (42%) were either "moderately satisfied" or "very satisfied" with behavior changes. At Woodcrest, most of the staff indicated "no change" in behavior (85%), with only a few (15%) indicating satisfaction with change. Correlations between student self-ratings and teacher ratings were higher at Tynes than at Woodcrest (Tynes, $\underline{r}$ = .747; Woodcrest, $\underline{r}$ = .558). At Woodcrest teachers who reviewed the material as helpful rated the results or changes higher than those who did not view self-awareness as important. In other words, the teachers' perceptions were tainted by their values.

Table 2

EVALUATION SUMMARY

PUPIL GROWTH

	Proportion of Responses				
	Dissatisfied ←		No Change →		Satisfied
	1	2	3	4	5
Tynes (N=30)					
Student self-rating	.02	.01	.31	.37	.29
Teacher rating	0	.03	.55	.28	.14
Correlation, student and teacher ratings	r = .747				
Woodcrest (N=18)					
Student self-rating	0	0	.36	.40	.24
Teacher rating	0	0	.85	.09	.06
Correlation, student and teacher ratings	r = .558				
Troy (N=10)					
Student self-rating	.02	.12	.20	.28	.40
Teacher rating			Not rated		

Since IEP goals were for many children focused on academic and self-help needs, the priorities and attitudes of teachers were correspondingly established. During the summer at Woodcrest, guidance interns continued the project activities with small groups of children. Although no follow-up evaluations were done, the group leaders indicated that they saw definite progress in children's ability to use their imaginations and to relate to other students.

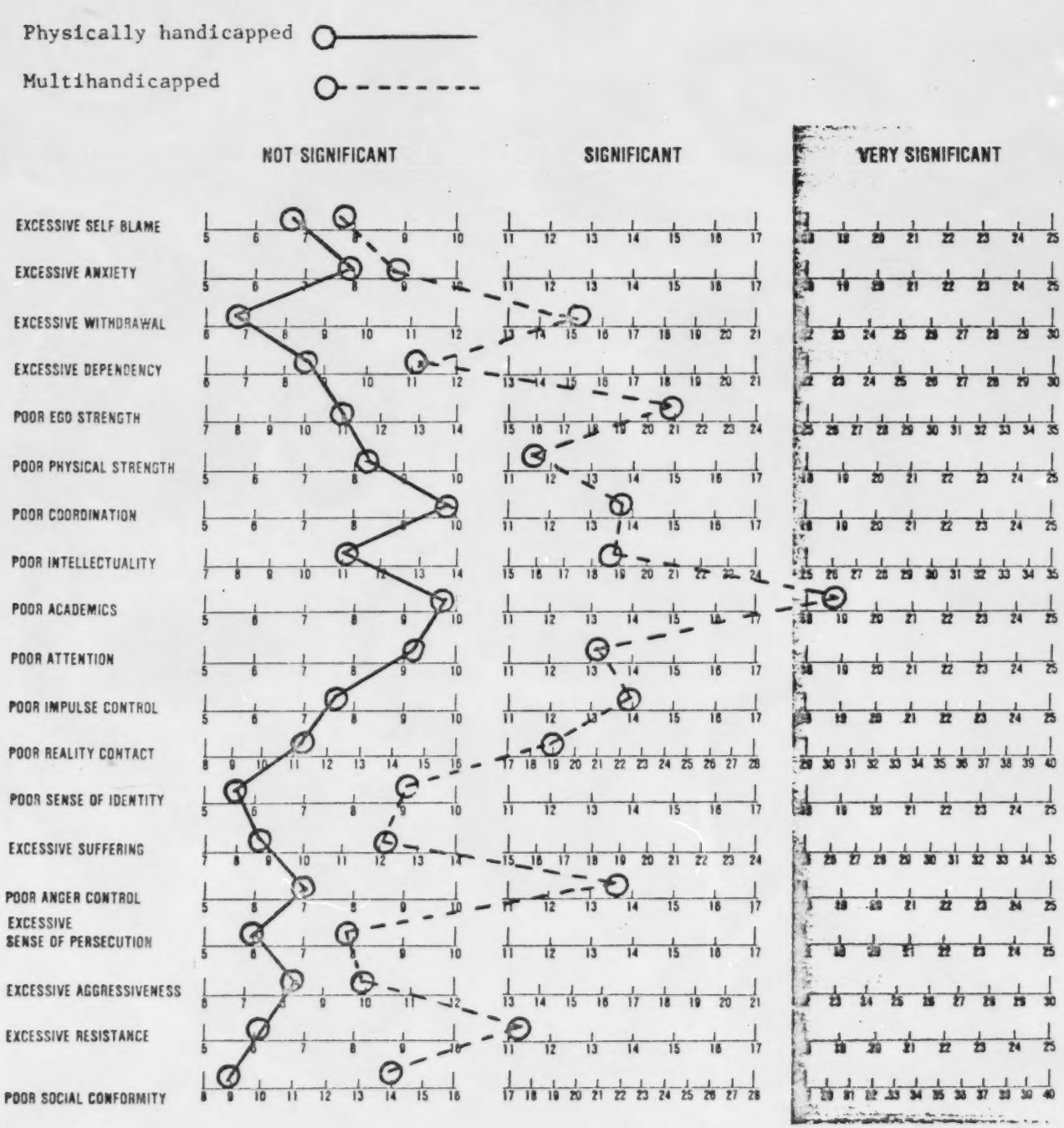
Burks' Behavior Ratings Scale profiles obtained at each of the schools established the multihandicapped as having a similar profile to that of the physically handicapped at both Tynes and Troy, but an entirely different profile emerged at Woodcrest (See Figures 1 - 5), indicating a heretofore unrecognized difference in placement criteria for multihandicapped students at that school from those at the other two schools. That information will be of value in planning at the high school level for students coming in from the other two schools and provides useful information to all the schools on the nature of their special populations. Behavioral descriptions at all three schools for the orthopedically handicapped were quite consistent, except for the highly significant difference in scores on the anxiety scale, which was much higher for the teenage group than for either of the younger groups. The increase in anxiety with age paralleled a decrease in acting out behavior measures in the older students. Both changes appear to reflect an increasing struggle in the teenage group to achieve social conformity and heightened adolescent concern with personal acceptability and the ability to move ahead into personal independence and adult career goals.

Test-retest Burks' Behavior Ratings obtained on the participating high school students showed no significant differences in manifest

Figure 1

Group Profiles, Burks' Behavior Rating Scales*

John Tynes School



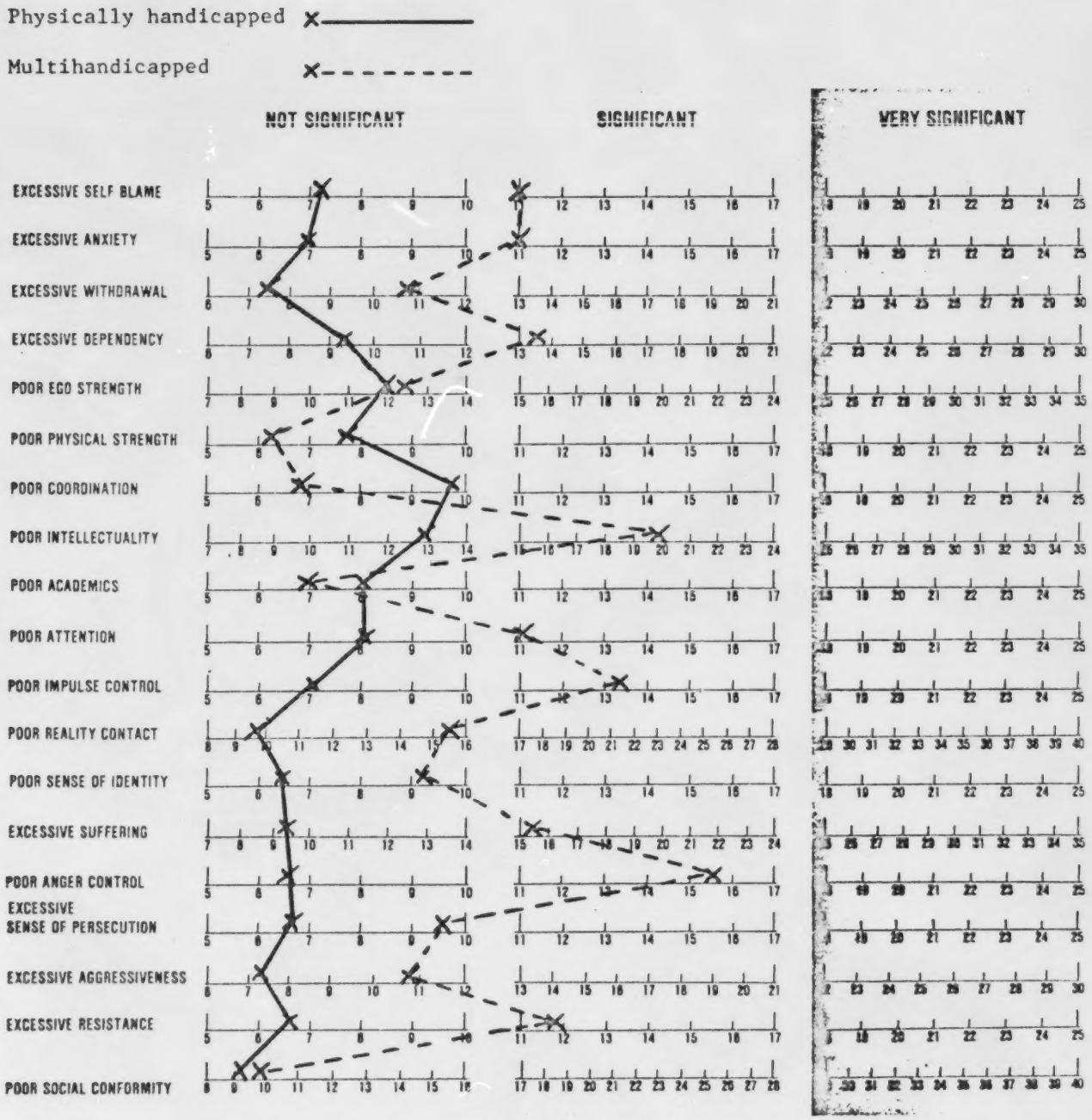
Copyright © 1977 by WESTERN PSYCHOLOGICAL SERVICES
Not to be reproduced in whole or in part without written permission of Western Psychological Services.

*Adapted by permission from Burks' Behavior Rating Scales Profile Sheet.

Figure 2

Group Profiles, Burks' Behavior Rating Scales*

Woodcrest School



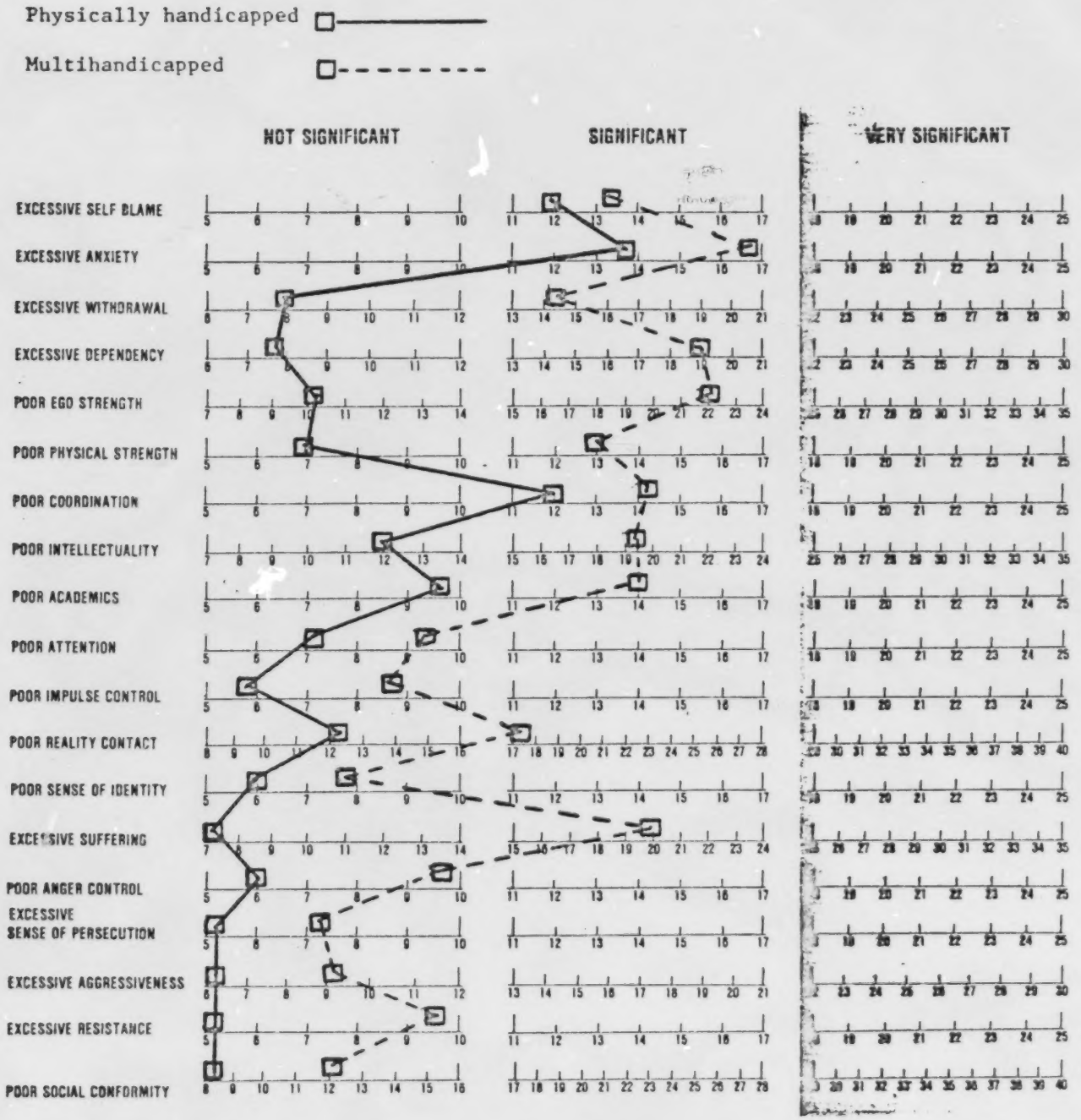
Copyright © 1977 by WESTERN PSYCHOLOGICAL SERVICES
Not to be reproduced in whole or in part without written permission of Western Psychological Services

*Adapted by permission from Burks' Behavior Rating Scales Profile Sheet.

Figure 3

Group Profiles, Burks' Behavior Rating Scales*

Troy High School

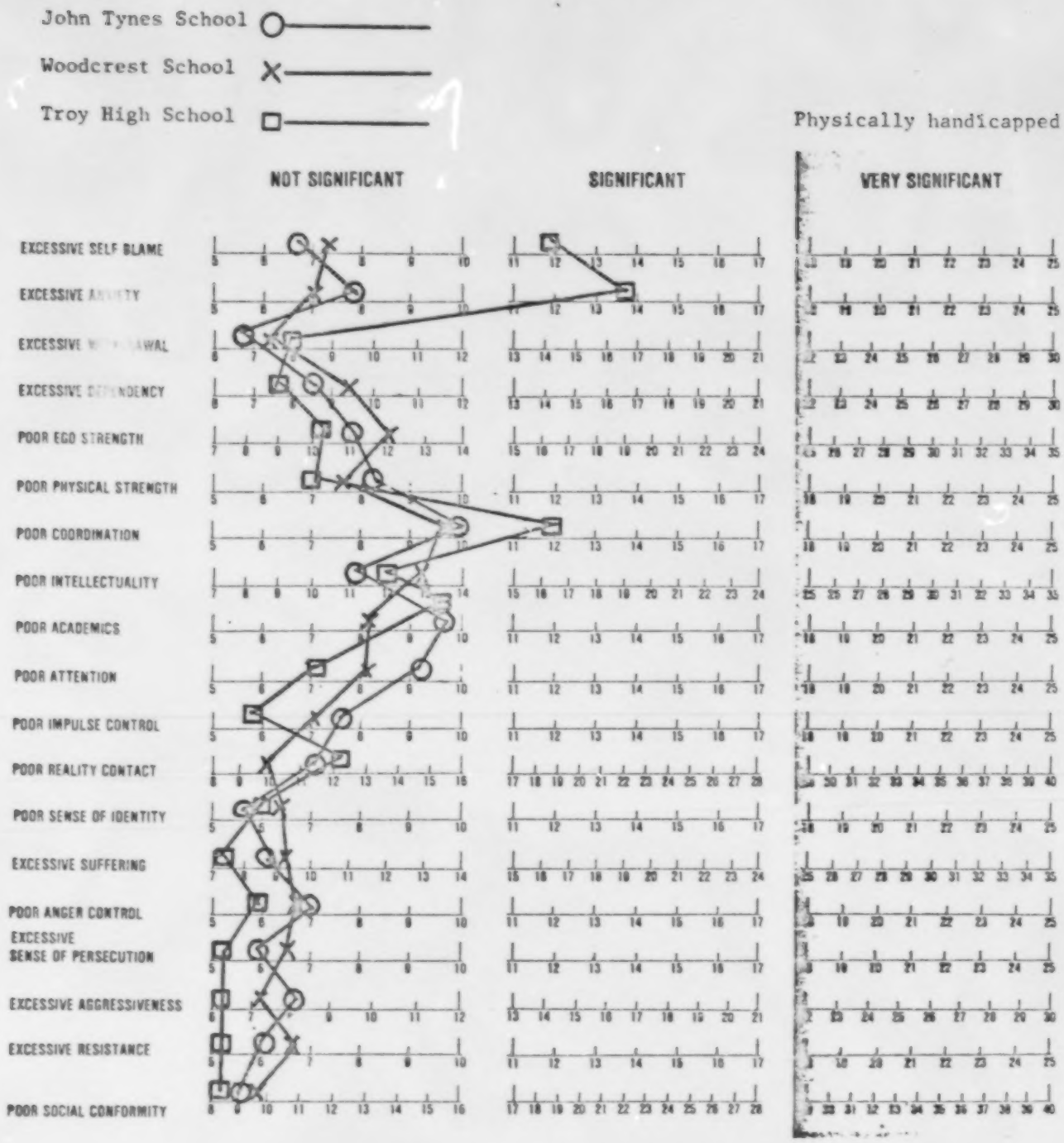


Copyright © 1977 by WESTERN PSYCHOLOGICAL SERVICES
Not to be reproduced in whole or in part without written permission of Western Psychological Services

*Adapted by permission from Burks' Behavior Rating Scales Profile Sheet.

Figure 4

Group Profile Comparisons, Burks' Behavior Rating Scales*



Copyright © 1977 by WESTERN PSYCHOLOGICAL SERVICES
Not to be reproduced in whole or in part without written permission of Western Psychological Services

*Adapted by permission from Burks' Behavior Rating Scales Profile Sheet.

Figure 5

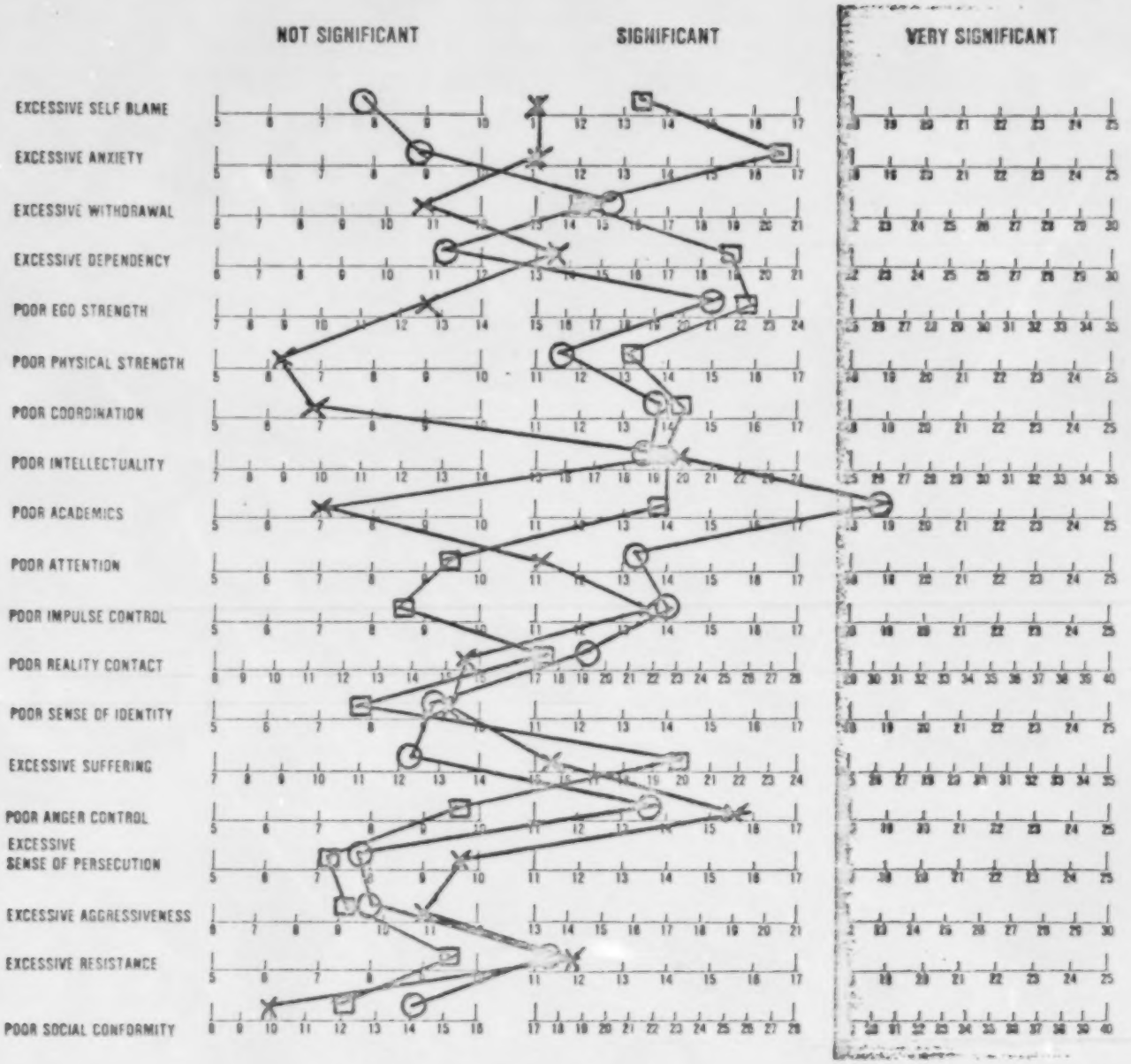
Group Profile Comparisons, Burks' Behavior Rating Scales*

John Tynes School

Woodcrest School

Troy High School

Multihandicapped



Copyright © 1977 by WESTERN PSYCHOLOGICAL SERVICES
Not to be reproduced in whole or in part without written permission of Western Psychological Services

*Adapted by permission from Burks' Behavior Rating Scales Profile Sheet.

behaviors during the course of the project, but a general tendency toward more negative behaviors was observed. The groups were held late in the spring during a period of time when both students and teachers traditionally tend to be tired and somewhat irritable and impatient with each other, and the teachers had commented on the students in general as being difficult to manage. Both teacher and student attitudes at the time were also influenced by a negative atmosphere in the school related to a threatened strike on the part of teachers at the school. In addition, one of the two teachers involved in the project activities with the students submitted her resignation. It is perhaps therefore not surprising that the incidence of negative behaviors increased slightly during the project time period. On the other hand, it is possible that some perceived negative behaviors were more noticeable because of the closer relationship in the group situation and the freedom of the students to reveal some of their concerns.

Students in the high school group who had parents in the parent group showed a significantly lower tendency toward an increase in negative behaviors during that time than did those whose parents were not involved ($t = 1.91$, df 7, $p < .05$). This is a particularly important finding, considering the short time during which the groups were held. However, it may be equally important to note that these parent groups did not follow the originally planned format for parent participation. The parents showed only mild interest in the activities of their children in the school groups and wanted to focus on their own frustrations in dealing with their children and their own anxieties over independence and career issues for those children. Parent evaluations appreciated the opportunity to deal with issues established by and important to them.

They also specifically mentioned as a positive situation the fact that their group leader was a school psychologist who was already known to them from previous experience in the school program. Apparently the opportunity to build trust in an on-going relationship was an important pre-condition of their group participation.

Where the parents did not become involved, it appears that the parents intellectualized the concepts presented to them and felt no necessity to experience that which their children experienced. A more helpful design might therefore include establishment of expected outcomes for students that would also involve the active participation of their parents at a more specific level.

PROJECT STATISTICAL REPORTING FORM

1. Were parents involved in the career education project? Yes: x No: ___

   a. How many were involved? 61
   b. How were they involved? (Describe)
   Attended at least one of a series of parent group meetings.

2. Were paraprofessionals involved in the career education project? Yes: x No: ___

   a. How many were involved? 12
   b. How were they involved? (Describe)
   Teacher aides

3. Were community persons involved in the career education project? Yes: x No: ___

   a. How many were involved? 10
   b. How were they involved? (Describe)
   Advisory Council

4. If professional staff participated in a project retraining activity (workshop, credit classes, etc.) relating to career education, indicate:

   a. The number of counselors? — a. 1
   b. The number of administrators? — b. 0
   c. The number of K-6 grade teachers? } Special education — c. 11
   d. The number of 7-8 grade teachers? } elementary ungraded — d. ___
   e. The number of 9-12 grade teachers? — e. 2
   f. Was an evaluation conducted to see if training objectives were achieved? — f. yes
   g. If not, why not? (Explain) — see report

5. What curriculum areas were career education concept infused in? N/A

6. How many teachers developed career education materials: None
   Materials were developed by consultants in accordance with project design

   a. Grades K-6? — a. -
   b. Grades 7-8? — b. -
   c. Grades 9-12? — c. -

7. How many career education activity packets and instructional units were actually implemented?

   a. Activity packets — a. 8
   b. Instruction units — b. ___

8. List the number of apprenticeship (labor/management) representatives involved in project activities or advisory committees, if any. How were they used? 0

PROJECT STATISTICAL REPORTING FORM

9. Have career education proficiency standards been included in district requirements? (Describe)

a. For K-6 grades No

b. For 7-8 grades No

c. For 9-12 grades No

d. Other

10. Does the district/agency have an officially adopted position in regard to career education? ___ Yes X No

Please attach copy.

None of the three participating districts has an officially adopted position in regard to career education. One is under development in the Fullerton Union High School District. Placentia Unified School District includes in its list of graduation requirements, effective with the graduating class of 1981, the acquisition of "at least one entry level salable skill" (see page 1, item 2 of Requirements for Graduation from High School attached).

Students 5128.1(a)

Requirements for Graduation from High School

The Board of Education establishes the following requirements for the satisfactory completion of the high school program of study and for the granting of the high school diploma of graduation. The student will:

1. Successfully complete a minimum of 230 semester credits. (To be applied toward the completion of this requirement, any credit taken outside of the district program while attending a district high school must be approved in advance by the principal or his designee and by the parent/guardian and must relate to identified goals of the student.)

2. Have at least one entry level salable skill.

3. Successfully complete the specific requirements as indicated below:

   a. Language Arts . . . . . 40 semester credits

      Language Arts I . . . . . 10 semester credits
      Language Arts II . . . . . 10 semester credits
      Language Arts III . . . . . 10 semester credits
      Language Arts IV and/or approved electives . . . . . 10 semester credits

   b. Mathematics . . . . . 20 semester credits

      Classes to be selected from: Advanced Mathematics, Business Mathematics, Record Keeping, Basic Mathematics, Extended Basic Mathematics, Math Review, and Applied Math.

   c. Social Science . . . . . 35 semester credits Classes of 1981/1982
      30 semester credits beginning with class of 1983

      Survey of World History and Cultures . . . . . 10 semester credits
      United States History . . . . . 10 semester credits
      United States Government . . . . . 5 semester credits
      Electives in social sciences . . . . . 10 semester credits - classes of 1981/1982;
      5 semester credits beginning with class of 1983

Requirements for Graduation from High School (Continued)

3. (continued)

   d. Science . . . . . 10 semester credi

   e. Physical Education . . . . . The student will b enrolled in physical education during each semester of high school attendance for not less than 400 minutes in each ten (10) consecutive days. Seniors may opt out of Physical Education until such time a competency test is developed. Students choosing to opt out of Physical Education must substitute ten (10) units in another discipline.

   f. Fine and/or Practical Arts . . . . . 10 semester credi

      This may include courses taken from the following general fields of study: agriculture, art, business education, drama, home economics, industrial arts, and music.

   g. Driver Education/Guidance . . . . . 5 semester credi

   h. Health Education . . . . . 5 semester credi

      This includes state requirements in drugs, narcotics, alcohol, tobacco, safety, first aid, and civil defense.

   i. Consumer Education . . . . . 5 semester credi

   j. Electives . . . . . As needed to comp a total of 230 sem credits

4. Demonstrate a proficiency in writing, mathematics, and reading according to district proficiency test.

Transfer students must meet all requirements for high school graduation established by the State of California. Transfer students who had met the requirements of their forme districts prior to enrollment will be required to meet only those requirements of this district which may reasonably be expected in the time remaining in the normal four yea period of attendance. An evaluation indicating remaining requirements shall be made immediately upon receipt of transfer records. This evaluation shall be interpreted to each student and parent/guardian concerned. Principals or their designated representa tives shall have the authority to exercise discretion in this matter.

Requirements for Graduation from
High School (Continued)

This policy shall become effective with the graduating class of 1981. Principals are designated the authority to resolve issues which may arise in the transition period during which two graduation requirement policies govern students enrolled in the district's high schools.

Policy adopted: 5/14/73
Policy revised: 9/25/78
5/27/80

PROBLEMS ENCOUNTERED

Project CASA required the cooperative endeavor of a number of organizations and individuals not previously in the habit of working together. The schools involved were from different districts with differences in philosopy and procedures. Guidance center personnel were not familiar with school routines or teacher attitudes, and school personnel were equally unfamiliar with clinical approaches to family interaction and to child development. It is therefore surprising that so few problems were encountered in implementing the program. Good will and cooperation were evidenced throughout the project on all sides. All of the schools involved contributed many hours of teacher and supervision time to the project. Guidance center consultants were readily available for a wide variety of support activities not originally part of their plans.

There was nevertheless not enough time available to provide the kinds of activities for parents that had been envisioned during the planning stages of the project. Since a small additional project which would have provided funds for a series of parent workshops was not funded, the project staff chose to put the major thrust of the program into the classroom with activities for children and staff development for teachers and facilitators.

The problems associated with lack of guidance staff at Woodcrest were dramatically reduced with the assignment of college guidance interns to the school for the summer. At that time the project activities were undertaken again, with very positive results.

CONCLUSIONS AND RECOMMENDATIONS

It is difficult to measure changes in personal style as fundamental as self-concept after brief interventions through group experiences. Subjective experiences of growth in students involved in Project CASA were very positive. Teacher perceptions of those changes varied with the school setting and perhaps with the interaction of staff on each other to set a climate of expectation and response pattern. The indications that parent participation can make a difference in the behavior of their children is an important finding. The project had particularly interesting results related to the varying settings in which the program was implemented. Since the overall planning was done on a cooperative basis and all teachers were trained by the same guidance center consultants, and those same consultants were the ones working as support staff to school staff, the wide differences in perceptions by the teachers of the results of the project are particularly important. With so many of the factors controlled and consistent from one school setting to the other, the differences must be looked at closely. The obvious difference among the schools was the amount of guidance staff available to work with teachers. The Tynes staff was more comfortable with the program and needed far less support than the Woodcrest group, who did not have psychological services involved in the project. The difference between teacher ratings existed in spite of almost identical measures of satisfaction on the part of the students. An unexpected but very important outcome of the project, then, is the identification of the important role school-based guidance personnel can play in facilitating teacher performance and developing positive teacher attitudes.

Recommendations

1. Additional efforts need to be made to involve parents in support groups in line with the goals of activities implemented in the school with children.
2. Schools must have available to them trained guidance support persons who can be available to become involved with teacher concerns, co-lead groups, and otherwise involve themselves in project activities.
3. Materials need to be reviewed, modified, and extended as the result of the response of the teachers who have participated in this project.

DISSEMINATION ACTIVITIES

PUBLIC INVOLVEMENT AND INFORMATION REPORTS

Please tell us what public information efforts you have accomplished during the project.

1. Number of persons reached through presentations by project staff (excluding radio and television, and inservice sessions to educators)? 61 parents representing 43 handicapped students from 180 mailings

2. If you were able to obtain time on television or radio, approximately:

   a. How many TV viewing minutes? N/A
   b Television channels used?_____, _____, _____,
   c. Approximate total radio air time?
   d. Stations used? _____, _____, _____, _____, _____,

3. Number of newspaper articles released? 0

4. Number of articles printed in magazines or periodicals? Not yet appropriate

   a. Name(s) of magazine/periodical

5. Total quantity of career education brochures, flyers, and project newsletters distributed to the public (exclude newsletters to educators)? N/A

6. If your project had a citizens' advisory committee for career education, please identify:

   a. The total number of members 10
   b. The total number of meetings held 3
      (1) Members representing parents 5
      (2) Members representing labor 1
      (3) Members representing management 2
      (4) Members representing education 2
   c. The total number of career clusters represented N/A

7. Was information, materials, practices shared with other districts or agencies? yes A collaboration project

8. Other efforts (county fair, direct mailing, etc.)?
   This project is designed to provide a model to be used by career guidance and psychological services personnel working with handicapped individuals. Project activities and results will be presented at appropriate professional conferences. Summary results will receive more general distribution.

REFERENCES

Bentley, E. L., Crouthamel, W. W., & Yeatts, P. P. The self-concept--Instructional objectives, curriculum sequence, and criterion referenced assessment. Washington, D.C.: National Center for Educational Research and Development, 1974. (ERIC Document Reproduction Service No. ED 096 560.)

Erikson, E. H. Childhood and society (2nd ed.). New York: W. W. Norton, 1963.

Erikson, E. H. Identity: Youth and crisis. New York: W. W. Norton, 1968.

Freeman, R. D. Emotional reactions of handicapped children. Rehabilitation Literature, 1967, 28, 274-282.

Goffman, E. Stigma: Notes on the management of spoiled identity. Englewood Cliffs, N. J.: Prentice-Hall, 1963.

Harper, D. C. Personality characteristics of physically impaired adolescents. Journal of Clinical Psychology, 1978, 34, 97-103.

Minde, K. K. Coping styles of 34 adolescents with cerebral palsy. American Journal of Psychiatry, 1978, 135, 1349-1355.

Thomas, A., & Chess, S. The dynamics of psychological development. New York: Brunner/Mazel, 1980.

APPENDIX A

Invitation to Parents

Troy High School
Fullerton Union High School District

John Tynes School
Placentia Unified School District

Woodcrest School
Fullerton Elementary School District

TROY HIGH SCHOOL

Walter J. Ziegler
Superintendent

2200 East Dorothy Lane
Fullerton, California 92631
(714) 738-5705

H. L. Looney
Principal

Dear

Are you concerned about 's feelings of self-worth?

Do you ask,

WHAT ARE REALISTIC GOALS FOR

HOW DO I DEAL WITH ALL THE FEELINGS THAT GO WITH WHAT I HAVE TO DO TO HELP MY CHILD GROW?

The school has received a grant to work with families, teachers, and North Orange County Child Guidance Center in a program to explore ways to deal with these and other problems.

The OH/MH staff invite your participation in an innovative program for physically and multiply handicapped children and their parents.

A meeting will be held on Tuesday, January 15, 1980 at 7:30 p.m. in the OH/MH Department, Room 509 at Troy High School to describe the program in detail. We need to know if you plan to attend. Please return the attached sheet to your child's teacher. Thank you.

Sincerely,

PLACENTIA
Unified School District

1301 EAST ORANGETHORPE AVENUE, PLACENTIA, CA 92670
TELEPHONE (714) 524-4243

John Tynes School
735 Stanford Drive
Placentia, CA 92670
Phone 996-5550

Dear

Are you concerned about 's feelings of self-worth?

Do you ask,

WHAT ARE REALISTIC GOALS FOR

HOW DO I DEAL WITH ALL THE FEELINGS THAT GO WITH WHAT I HAVE TO DO TO HELP MY CHILD GROW?

The school has received a grant to work with families, teachers, and North Orange County Child Guidance Center in a program to explore ways to deal with these and other problems.

The OH/MH staff invite your participation in an innovative program for physically and multiply handicapped children and their parents.

A meeting will be held on Tuesday, January 8, 1980 at 7:30 p.m. in the multi-purpose room at Tynes School to describe the program in detail. We need to know if you plan to attend. Please return the attached sheet to your child's teacher. Thank you.

Sincerely,

DR. KEITH T. LARICK, JR.
Superintendent

BOARD OF EDUCATION

MRS. A. P. PAPPAS DR. WILLIAM A. YATES MRS. JOHN BOWEN JOHN D. BALDUCCI GUY R. EHRICH SARA LERNER

Fullerton Elementary Schools
Fullerton, California
OFFICE OF PRINCIPAL
WOODCREST SCHOOL
455 West Baker Avenue
Fullerton, CA 92632

Dear

Are you concerned about 's feelings of self-worth?

Do you ask,

WHAT ARE REALISTIC GOALS FOR

HOW DO I DEAL WITH ALL THE FEELINGS THAT GO WITH WHAT I HAVE TO DO TO HELP MY CHILD GROW?

The school has received a grant to work with families, teachers, and North Orange County Child Guidance Center in a program to explore ways to deal with these and other problems.

The OH/MH staff invite your participation in an innovative program for physically and multiply handicapped children and their parents.

A meeting will be held on Thursday, January 10, 1980 at 7:30 p.m. in the School Media Center at Woodcrest School to describe the program in detail. We need to know if you plan to attend. Please return the attached sheet to your child's teacher. Thank you.

Sincerely,

APPENDIX B

Evaluation Forms

Teacher Training Program Evaluation Impressions

Student Self-Evaluations

Teacher Evaluations of Student Change

TEACHER TRAINING PROGRAM EVALUATION IMPRESSIONS

The following evaluation statements refer to the activities in which you've participated. Please rate each one and add any comments you may wish to.

	Minimal value				Well done
	1	2	3	4	5
1. Today's program was organized and clearly presented.	____	____	____	____	____
2. The goals and purposes of each activity were clarified.	____	____	____	____	____
3. The strategies/techniques presented seem potentially usable and transferable to my students.	____	____	____	____	____
4. My role as a participant and as a guide or presentor of this material was clearly identified	____	____	____	____	____
5. I have experienced an increase in awareness of my thoughts, feelings, and body sensations.	____	____	____	____	____

COMMENTS AND SUGGESTIONS:

TEACHER EVALUATION OF STUDENT CHANGE

Please rate the following behaviors:

	Much worse (at least 50% more often less)	slightly worse (15-45% more or less)	no change (10% more or less)	slightly better (15-45% more or less)	much better (at least 50% more or less)
	1	2	3	4	5
6. Increase in self-expression (written, verbal, movement, artistic).	_____	_____	_____	_____	_____
7. Increase in attempts at social interaction	_____	_____	_____	_____	_____
8. Decrease in excessive distractions	_____	_____	_____	_____	_____
9. Decrease in negative or non-social statements.	_____	_____	_____	_____	_____

COMMENTS: _____

_____

_____

STUDENT SELF-EVALUATION

The following evaluation statements refer to the activities with which you've been presented and their influence. Please rate them and add any comments you may wish.

	Very Dissatisfied 1	Moderately Dissatisfied 2	No Change 3	Moderately Satisfied 4	Very Satisfied 5
1. I have learned about my thoughts, feelings and body sensations.	_____	_____	_____	_____	_____
2. I have learned how to relax	_____	_____	_____	_____	_____
3. I have learned how to use my imagination	_____	_____	_____	_____	_____
4. I have learned more about my personal interests.	_____	_____	_____	_____	_____
5. I have shared some of these with others.	_____	_____	_____	_____	_____